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ABSTRACT

This publication provides highlights from a conference of the National Occupational Information Coordinating Committee (NOICC) and the State Occupational Information Coordinating Committees (SOICCs). Highlights of presentations include the following: (1) NOICC initiatives reflect an integrated, long-range planning approach; (2) business, government, the educational system, and other community organizations can help the United States in its transition into the 21st century; (3) a legislative issues panel clarified House and Senate versions of the reauthorization of the Carl Perkins Vocational Education Act; (4) an expanded role for NOICC/SOICC can be seen in the new vocational legislation; (5) National Career Development Guidelines reveal new strategies for networking and coordination; (6) the guidelines can be applied to a variety of priorities, innovations, and reform movements; and (7) it is a question whether the lack of skilled workers is a myth or a reality. Reaction groups identified legislative needs in the following areas: Career Information Delivery Systems (CIDS); career development/career information; labor market information; Occupational Information Systems (OISs); NOICC/SOICC; and special needs. Highlights are provided of selected workshops that addressed innovative strategies to aid at-risk students; the versatility of census data; combining the efforts of the Alabama SOICC and vocational centers to meet the needs of disadvantaged and disabled students; the status of a project to develop national units of analysis including higher education; a working partnership between school counselors and Maine SOICC; a unique OIS in the Netherlands that uses artificial intelligence; shadowing of employees to experience occupations in hospitality and tourism; integration of CIDS into counselor education programs; and creation of an economic development and employer planning system by a tristate consortium. A participants' list is provided. (YLB)

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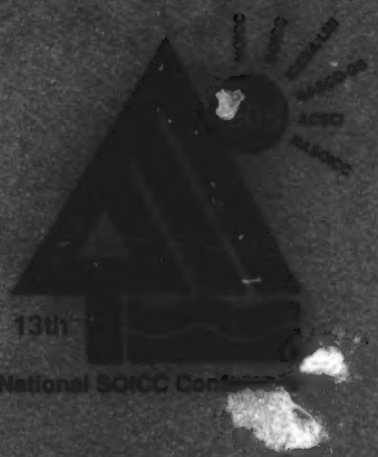

CONFERENCE PROGRAM HIGHLIGHTS

August 20-22, 1990
Snowbird Conference Center
Snowbird, Utah

A Conference To:

Strengthen Networking

Respond to Legislation

Promote Research

Demonstrate Technology

Stimulate Cooperation

Build Skills

A conference of the
National/State Occupational
Information Coordinating Committees

IN COOPERATION WITH:

Interstate Conference of Employment Security Agencies/Labor Market Information (ICESA/LMI)

National Association of State Career Development/ Guidance Supervisors (NASCD/GS)

Association of Computer-Based Systems for Career Information (ACSCI)

National Association of State Occupational Information Coordinating Committees (NASOICC)

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Photo Highlights

Don Sullivan and colleague had a moment with our honored speaker Senator Orrin Hatch and his staff person Ronald Madsen.

So much to do—so little time! Sandra M. Heath and Robbie C. Ryan ponder their next moves.

Monday's lunch outdoors on the Exhibit Hall Terrace.

Thirteen exhibitors attracted interest from all ages.

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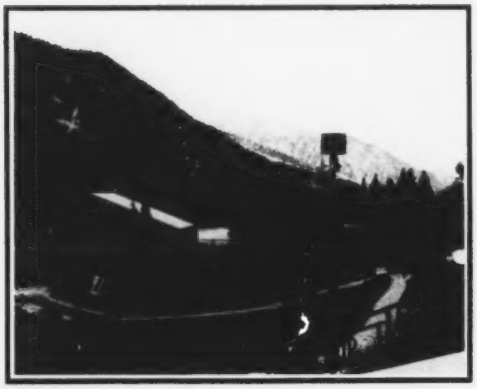
Bruce McKinlay conducted one of thirteen Vendor Roundtables.

The path to the Exhibit Hall in the Snowbird Center was a breathtaking experience.



Our gracious host, SOICC Committee members, (from left) Max Lowe, Lynn Jensen, Reta Oram, Douglass Jex, Brad Barber, Randy Rogers.

Mary Beth McCormac was recognized for her outstanding contributions. Her spouse Ralph Goetz received a Certificate of Endurance, and Emma received a big hug from Mrs. Lester.

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Conference Session Highlights

Utah SOICC Hosts 1990 SOICC Conference

Reta Oram, Utah SOICC Director, welcomed participants to the Thirteenth Annual National SOICC Conference. The theme of the conference was Initiatives for the 90's. Opening remarks were made by Juliette Noone Lester, Executive Director of NOICC; Palmer DePaulis, Mayor of Salt Lake City; U.S. Senator for Utah, Orrin Hatch; John Florez, Deputy Assistant Secretary for Employment and Training; and Doug Bischoff, Deputy Chief of Staff for Governor Norman Bangerter.

NOICC Initiatives Reflect an Integrated, Long-Range Planning Approach

Juliette Noone Lester, Executive Director of NOICC, gave a brief history of Utah to orient conference-goers to the place and time. She said that NOICC's recent emphasis on long-range Basic Assistance Grant state plans has resulted in more comprehensive data with which to respond to Congressional committees and staffs. It has enabled her to emphasize an integrative approach to career development, training and delivery of occupational and career information. More important, she noted, is that the three-year plan positions states better to meet the needs of the agencies, organizations and public they serve.

Recent NOICC activities that represent this integrated approach include:

- A Gallup Poll on "Workplace and Career Information" for the National Career Development Association and NOICC that set these issues on the public agenda. Sixty-five percent of the American public said they want more occupational and career information; 75% of adults said they would get more occupational information if they could start over.
- The development of the National Career Development Guidelines has provided a framework for state and local efforts linking career information and career development competencies from kindergarten through adulthood. Guidelines implementation efforts were expanded to 27 states. NOICC also sponsored Guidelines Leadership training to which 46 states sent teams.
- Thirty-nine states are inservicing counselors through the Improve Career Decision Making workshops, providing them with the up-to-date career information that is collected by other agencies.

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- To expand our ability to reach others with our message, NOICC cooperated with the Department of Education and other partners to conduct "Introduction to Career Development" by satellite. The broadcast reached over 2,000 at 167 sites in five states.

Juliette Noone Lester introduces Senator Orrin Hatch during the opening session.

- The ACE Consortium (Audiovisual Career Information Delivery Systems Enhancement) also helped us expand our reach via video mode. Both job interview and job hunting videotapes have been developed.
- The Department of Defense funded several special projects jointly with NOICC. CIVTRAIN (Civilian Training Inventory) is up at 151 Naval Reserve Centers in 36 states, providing a database of 46,000 programs at 8,000 institutions that are sources of training for reservists.
- DoD also collaborated with NOICC and the Veterans Employment and Training Service of the Department of Labor to develop the COLMIS (Civilian Occupational and Labor Market Information System) to assist military separatees in making the transition to civilian employment. It is being tested at 22 military installations by four services.

The foregoing were projects aimed at the individual decision maker/counselor client base. Projects aimed at our second client base—planners and administrators of vocational education and training programs—include:

- The Economic Development and Employer Planning System being developed by a consortium of SOICC's in Pennsylvania, Ohio and

***Jan Staggs,** SOICC Director for Illinois, received the John Niemeyer Award presented by Carol Kososki, Director of the South Carolina SOICC and 1989 Niemeyer Honoree.*

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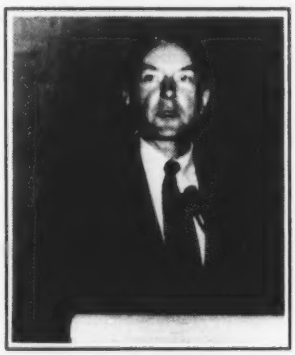
New Jersey. It uses the original Occupational Information System (OIS) as a base to develop planning information for employers and economic development planners.

- The Higher Education Units of Analysis, a report on which will be issued next fall.
- A training package and cadre of experts are being developed to deliver training on using the OIS for planning educational and training programs.

Finally, NOICC will embark on a new 5-Year Long-Range Plan that will address the new Carl Perkins Vocational Education Act and potential amendments to the Job Training Partnership Act.

Mrs. Lester expressed her gratitude to the conference cooperating organizations: ICESA LMI Committee, ACSCI, the Guidance Supervisors, and NASOICC for their support of the conference. She concluded by thanking Utah both for hosting the conference, and for its assistance in developing the Micro-Matrix Projections System that has become integral to the SOICCs' databases.



Senator Orrin Hatch

Senator Orrin Hatch discussed the transition of America into the 21st century and what business, government, the educational system, and other community organizations can do to help America be a country ready, willing and able to compete in the global marketplace. The mismatch of jobs in demand and skills in supply will intensify. By improving education in America, we can ensure that our young people can take over the workplace in the 21st century. The first step is to demonstrate collective resolve, to assume business education partnerships, to encourage legislation which opens programs to people with disabilities and people from minority groups. We need to resolve the competency issues by considering what can be done in our local communities. We have a hidden agenda: to eliminate poverty in America. It is a long-term by-product of enthusiastic and effective business-community-education partnerships to improve skill levels and maintain U.S. international standing.

Carol Kososki received the NASOICC President's Award, presented by Bob Sherer, President, National Association of State Occupational Information Coordinating Committees (NASOICC).

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John Florez presented two Department of Labor goals of institutional leadership: to strengthen the workforce and to improve economic opportunities. Dynamic changes are taking place with a new revolution of technology and globalization. Major issues to consider in this context are how effective we are as governmental agencies, how well we communicate our information to the public, and how we will renew our missions as institutions. Strategic planning for institutional renewal is critical. We may need to redefine our missions.

The Department of Labor has convened educators and the business community to examine such issues as workplace learning, school to work planning, and upgrading of the Dictionary of Occupational Titles. To bring change to this country we need to reach the public. The NOICC/SOICC network can help with this effort.

Legislative Issues Panel Clarifies House and Senate Versions of Perkins Reauthorization

June L. Harris, Legislative Specialist with the U.S. House of Representatives Committee on Education and Labor and Laura Morris, Special Assistant to Senator Ernest F. Hollings, discussed legislative changes. Carol Kososki, South Carolina SOICC Director, facilitated the general session.

June L. Harris

Dr. Harris explained the differences between the House and Senate versions of the reauthorization of the Carl Perkins Vocational Education Act. Detailing the guidance and counseling and NOICC/SOICC provisions of both bills, Dr. Harris explained that the House version proposes to authorize $30 million for FY 1990 and similar sums for FY 1991-95 for career guidance and counseling programs. The Senate version contains no similar provision, but folds the separate authorization into the National Demonstration Programs under Title IV and permits funds under the basic State grant to be used for guidance and counseling purposes. She further explained that the House bill, but not the Senate amendment, would require the state to use information gathered by NOICC in developing the state plan. Both bills provide nearly identical provisions in labeling a separate section "National Occupations Information Coordinating

Mildred Nichols, *Director of the Rhode Island SOICC, received the award for NOICC/SOICC Network Leadership and Support.*

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***Steve Rosenow,** Coordinator of the National Crosswalk Service Center and member of the Iowa SOICC staff, received the award for Innovative Ideas and Activities in Support of the NOICC/SOICC Mission.*

Committee" and would authorize a study of labor market outcomes of vocational education by NOICC. The House bill reserves not less than $6 million for the functions of NOICC and SOICCs. The Senate amendment reserves 22 percent of the national funds under the Perkins Act.

Laura Morris commented on the appropriations process and explained the importance of notifying Congressional delegations of NOICC/SOICC funding needs: $6 million from Education and $6 million from Labor for FY 1991. Since the House has already passed a 1991 Labor appropriation of only $2.5 million for NOICC/SOICC (down by $1.6 million from the current level), Morris emphasized the necessity of persuading the Senate Appropriations Committee to pass a $6 million Labor appropriation for NOICC/SOICC. In addition, we should urge members of the House to recede to the Senate in conference. She further urged us to be vocal in explaining our program successes and achievements and to consider communication with policy makers as a normal part of our job responsibilities.

Stern Sees Expanded Role for NOICC/SOICC in New Vocational Legislation

National and State Occupational Information Coordinating Committees will play key roles in the implementation of the Carl D. Perkins Vocational and Applied Technology Education Act, according to Barry Stern, Deputy Assistant Secretary for the Office of Vocational and Adult Education (OVAE). In his keynote address, Stern reported that the new legislation will emphasize tech/prep programs, 2+2 programs linking high schools and community colleges, performance standards, and the integration of academic and vocational programs.

Barry Stern

SOICCs and their Occupational Information Systems will be major sources of information for the assessment required in state plans. He indicated that labor market demand must be demonstrated for state plans to be approved. The skill content of jobs must also be described. This represents a departure from past economic overviews and general descriptions of state and local labor markets. "Occupational information of the future will be more like a moving picture than a snapshot," Stern predicted.

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The National Career Development Guidelines may serve as prototypes for performance standards in vocational programs. These standards, which must be in place by July 1993, will be developed by each state within the broad parameters established by the U.S. Department of Education. OVAE will develop a new vocational education information system which focuses on the supply side of programs—enrollments, completers, courses, expenditures, program outcomes and learning achievements. Teacher supply information, including courses, wages and part-time or full-time status, will also be developed. SOICCs will have opportunities to provide input into this system to assure that it is complementary to existing occupational demand/supply systems.

Overall, the Act will focus most of its resources on special needs populations. Career information delivery systems will be important resources as educational planning and career decision-making are emphasized.

In closing, Stern challenged the NOICC/SOICC network to set up its own set of performance standards. These standards must not focus on what is being done, but on what happens as a result of what is being done.

Guidelines Pilots Reveal New Strategies

Walt Webb of NOICC gave an overview of the National Career Development Guidelines initiatives for networking and coordination with agencies and organizations at national, state and local levels. Development of the Guidelines impacted language for career guidance and counseling in the reauthorization of the Carl Perkins Act, providing that NOICC/SOICC "continue leadership for outcome-guided programs." Webb indicated that the Guidelines effort will help move us forward in the area of career development and be a part of educational reform as we enter the next century.

Juliet V. Miller, the lead consultant for NOICC on the National Career Development Guidelines, completed site visits to four local sites in the spring of 1990. Reporting on her visits at the 1990 National SOICC Conference, Miller highlighted pre/post changes in assistance to master the competencies, program changes, and additional benefits for administrators, counselors, teachers, faculty members, parents, and employers.

Pre/post project assistance most notably increased for the following competencies: understanding growth and change; benefits of education and

***John Cosgrove**, Director of the Minnesota SOICC, received the award for Special Achievement in the Development and Delivery of Program Planning Information.*

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training; relationship between education and work; job seeking, obtaining, maintaining and changing skills; relationship between work and societal needs; changes in male and female roles; and career planning skills. Overall, competencies related to educational and occupational exploration displayed the greatest increase in assistance.

Program changes focused on student outcomes, the program plan, leadership, staffing, facilities, and budget. Positive student outcomes were correlated with the degree of their specificity. Comprehensive career guidance and counseling plans were more likely to be in place. Persistent problems in program leadership and staffing were noted, as were their relationship to budgetary limitations. Staff had made considerable efforts to upgrade facilities and acquire materials.

Based on pilot site feedback, Miller recommends that new sites:

- Identify a coordinator
- Develop a cohesive steering committee
- Make participation voluntary
- Use existing ideas as much as possible
- Provide practical training
- Keep momentum going

Adult Career Development: Crisis or Plan?

Career planning and development are foreign concepts to many adults, accustomed to a world in which jobs and opportunities were plentiful. Today, many Americans discover the need for career planning and development when crises strike: the plant is closed, the company is downsized, new technology is introduced, and old skills are no longer needed. This crisis management approach may address the immediate situation if the person finds a new job, but offers little in terms of career decisions and development.

Jane Goodman, Associate Director of Oakland University's Continuum Center, described the "service provider perspective" in which the services offered by a wide range of programs are driven by funding levels and the agencies that administer them. In the public sector, she distinguished between the medical and educational models, one focusing on diagnosis

Curtis Shumaker, Director of the Oklahoma SOICC, received the award for Special Achievement in the Development and Delivery of Career Information.

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and cure, the other focusing on sequential learning activities. Similar phenomena exist in the private sector, and she reported that a long term, person-centered approach is rarely included.

Turning to the "professional perspective," Goodman described a career development approach based on the National Career Development Guidelines appropriate for older adults, youth entering the workforce, and poorly educated adults. Initiatives which address the needs of these groups include:

- Company and organizational career development programs
- Tuition assistance
- Employee motivation
- Union/management career development programs
- Job security
- Consumer-oriented career development governmental initiative
- The Partnership for American Vocational Education (PAVE) "Developing a Quality Workforce through Employee Growth and Development" program

Goodman looks forward to a better world in which career development has truly been integrated from the early years through adulthood. This new world would provide open access to a wide range of career development services throughout the public and private sectors. These services would protect individual privacy and would be generally available, transferable, and as routine as regular dental checkups!

Collison Relates Guidelines and Educational Priorities

Changing priorities, trends and cycles characterize the American educational system. For innovation and new priorities to be taken seriously and acted upon, educators must see them as things they know are needed and wanted, according to Brooke Collison, Associate Professor in the Department of Counselor Education & College Student Services Administration at Oregon State University and Guidelines cadre member. Collison concluded that the Guidelines represent "developmental evolution" in education.

He asserted that the organizing themes of self-knowledge, educational and occupational exploration and career planning and their related competencies were appropriate for youth from all experiential, socioeconomic and cultural backgrounds. He further proposed that the success of the Guidelines will be dependent upon the "degree to which the activities associated with the Guidelines are identified, described and evaluated."

The long term impact of the Guidelines will be seen in the extent to which they can be applied to a variety of priorities, innovations and reform movements. Their transferability and adaptability, coupled with the potential to address conditions in a changing society, will determine their future.

Lack of Skilled Workers: Myth or Reality?

Garth Mangum, Professor of Economics and Management, Human Resources Institute, University of Utah, reviewed past and future labor market trends. He said that future trends involve critical changes in skills and training, labor shortages, and lack of job opportunities.

Garth Mangum

Historically, the United States labor market has gone through cycles of high and low unemployment with periods of worker surpluses and shortages. There will be many critical changes affecting training requirements and job opportunities in the years ahead. Employers will never have enough skilled workers to meet their exact needs at reasonable wages. Job seekers will never find enough good jobs with the proper working conditions and benefits. Nevertheless, the national labor market, large and diverse as it is, operates well, matching workers and jobs in a relatively efficient manner.

Mangum applauded NOICC/SOICC efforts to improve workers' abilities to make informed career decisions and thus improve the effectiveness of the job market.

Reaction Groups Identify Legislation Needs

Conference participants broke into groups to identify specific needs and strategies for their particular areas. Following are the recommendations from each group:

1. **Career Information Delivery Systems (CIDS):** Need for legislation that addresses how information is applied in helping students/clients make successful career decisions and how CIDS and career information can be integrated into individual programs; need for a comprehensive evaluation of career information systems and common assessments for measuring the impact of CIDS; need for additional funding of CIDS.

2. **Career Development/Career Information**: Need for Carl Perkins Vocational Education Act and Applied Technology Act to direct appropriations at career guidance.

3. **Labor Market Information (LMI)**: Need to document and assess the impact and use of LMI.

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4. **Occupational Information Systems (OIS):** Need for OIS program evaluation to measure labor market effects separately from educational effects, skill-based classifications, and achievement of competencies.

5. **NOICC/SOICC:** Need for assessment of the impact of NOICC's and SOICCs' roles, performance, scope and function with emphasis on accountability; need for implementation of the National Career Development Guidelines to help decrease dropout rates and improve enrollments.

6. **Special Needs:** Need for definition of special populations to be served: clarify their characteristics; define the populations more accurately; and establish guidelines on how they should be served. Need for flexibility in setting state priorities for targeted populations; performance standards that account for curriculum integration; outcome measures; assurance of services; uses of funds; allocation of funds; and placement and follow through.

Highlights of Selected Workshops

Checkbooks, Bucks Aid At-Risk Students

Finding innovative strategies to keep at-risk students learning is a challenge across the country. Kim Holaway gave an overview of Marana Plus (Personalized Learning for Ultimate Success), the Marana Unified School District's expanded alternative program for at-risk students. It offers dropouts and potential dropouts an alternative strategy for learning and the opportunity to obtain a high school diploma.

Roger Lambert demonstrated Wisconsin's "Make a Better Buck" software program which approaches career development through financial need. It helps at-risk students and teenage parents relate their economic need to career choices. Exercises involving budgeting, career choice and child care were shown. Students make decisions about lifestyle choices and compare their choices to real costs of living. Higher wage occupations are emphasized to (1) support the idea that single parents and families with child care needs require higher income levels, and (2) promote the idea that minimum wage occupations may lack sufficient earnings for their lifestyle choices. Users learn how to select child care and estimate costs.

***Rich Feller,** Professor of Counseling and Career Development at Colorado State University, and **Dennis Angle,** Director of Kansas Careers, received Contributor's Awards in Recognition of Significant Contributions to the Goals of the NOICC/SOICC Network.*

Census Data Display Versatility

Demographic and census data can be important components of counselor training and economic development background information, according to Paul Voss, Director of the Applied Population Laboratory at the University of Wisconsin-Madison. In particular, these data illustrate how several demographic trends will affect the workforce of the 1990s.

The pace of population change constitutes the context within which other changes must be analyzed. Voss predicts this decade will witness considerable variation in new job growth rates and labor force growth rates among states. Other widespread demographic forces influencing labor force change in the 1990s include the aging of the population and the continued increase in female labor force participation.

SOICC, Career Education Team for the "Forgotten Half"

The combined efforts of the Alabama SOICC and Vocational Centers meet the needs of disadvantaged and disabled students as defined in the 1976 Vocational Education Amendments. Jonnie Griffin, Assistant Alabama SOICC Director, described the team effort of career education and SOICC to help prepare young people for employability. Alabama created a program to incorporate career development activities for all students in grades 8-12 as part of the curriculum. One-third of the comprehensive guidance program is devoted to career activities. At the ninth grade level, all students are given an aptitude and interest assessment. Accommodations are made for students with exceptions for assessment administration.

Laura Ward (left) and Jonnie Griffin (right)

Special education classes have incorporated the use of SOICC career information as a part of their curriculum to teach keyboarding and career

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information. The SOICC career information system is simple and allows students the opportunity to be successful while working on the computer. Special education students can receive career information in relationship to their recognized disabilities through the use of the aptitude and interest-related information in the state occupational file.

Laura Ward, Guidance and Placement Coordinator for the Montgomery Area Vocational Center, stressed that preparation for the world of work includes not only the attainment of specific job skills, but also the acquisition of desirable affective competencies such as employability skills. A state-developed curriculum guide entitled "Employability Skills" with both a student resource booklet and an instructional guide is used. The instructional guide is organized around a learning project such as "Work Habits and Interpersonal Skills." Each lesson includes a competency statement, performance objectives, suggested instructional activities, and follow-through activity. Teachers and counselors believe that these materials help to make their students more employable.

National Units of Analysis Include Higher Education

Pam Frugoli and Eleanor Morgenthau presented the status of the project to develop national units of analysis including higher education. The presentation focused on the need for inclusion of the higher education data into the units of analysis, the approach taken in developing the higher education units, and the resources utilized in gathering the data.

Pam Frugoli of NOICC

Frugoli and Morgenthau emphasized the importance of the narratives associated with each of the units of analysis or clusters developed in the interpretation of the data for planning. Discussion on how to modify the units to fit local needs stressed use of justifiable data resources. The future direction of this project included: the national review of the units of analysis with narratives; the revision of the vocational education units and the integration of these with the higher education units; development of vocational education narratives; and the release to states. The presenters emphasized that the updating process is continuous.

School Counselors and SOICC: A Working Partnership

In Maine, the Department of Education and the SOICC have collaborated in the development and implementation of *Planning to Realize Education Potential* (PREP), an 8th grade curriculum that introduces key concepts related to career and occupational choice. Nancy Perry and Susan Brown presented PREP by involving participants in selected curriculum activities including one that involved a dictatorship!

The PREP curriculum has a computer component that was implemented in Maine schools through a grant application process which featured grants

in the amount of one-half the cost of the relevant computer software (Choices Jr. or Discover Jr.). The nine lessons in the curriculum each feature a key concept which illustrates the importance of career choices. The curriculum has been implemented in 85 percent of 8th grades.

A curriculum guide for high schools, *Future Building*, has been developed and is available for $10.00 payable to the State of Maine, from Nancy Perry, State House Station #23, Augusta, Maine 04333.

The session highlighted criteria that are essential for collaborative SOICC or other agency enterprises. These are:

- Establish contacts before they are needed
- Use SOICC funds to tie projects together
- Display trustworthiness
- Provide follow-through
- Gain assurance of "boss' support"
- Maintain contacts with people in the network

INTERESTS + ABILITIES + PERSONALITY = CAREER CHOICE

The Netherlands Brings International Scope to OIS

Jan Sanders of the National Institute for Curriculum Development, The Netherlands, described a unique occupational information system that uses artificial intelligence. The system's four major components include: occupational information; Holland vocational training programs and their content; academic subjects related to vocational training programs; and sources of information for identifying factors related to vocational training. An MS-DOS version of the system was demonstrated.

The data base included industrial fields (e.g., mining, tourism) and occupational groups based on information supplied by the user. The system also includes occupational information of other European countries and relationship with the regulations influencing work.

Jan Sanders

The occupational data component of the program has information on occupations within the entire European community including occupational names, certification, code, educational institutions, working conditions, employment levels, specializations, and possibilities for disabled persons (and adaptations

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Janice McCullough, Delaware SOICC, and Jonnie Griffin, Alabama SOICC, received awards for Outstanding SOICC Staff Members.

necessary to enable that person to work). Data are derived directly from government agencies and institutions including labor unions and departments of health and education.

The program also tracks the autonomy and complexity of tasks on a five-point scale, frequency performed, level of importance to predict new trends, and the influence of new technology. This information can be used to inform schools of the frequency and importance of tasks for curriculum instructional units.

Snowbird Staff Volunteer to Participate in Shadowing Workshop

Conference participants shadowed employees of Snowbird for one hour to experience occupations in hospitality and tourism. Participants were matched with employees in the various fields of hospitality. Participants were provided with a list of questions to help them identify specific information about work such as:

- Major tasks
- Salary range
- Non-pay rewards of the occupation
- Career ladders
- Education and training background
- What was liked most and least about the job
- Snowbird training
- Skills updating
- Influence on family life
- How they perceive the future
- How technology affects the job and the occupation
- Future occupational goals

To explore the relationship between academic subjects and occupational fields, educators were asked to identify examples of situations calling for math problems, writing, history, art, and science that might apply to these occupations.

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***Mary Beth McCormac** of NOICC received the first NOICC Career Service Award. Mary Beth has left NOICC to become an elementary school counselor. We shall miss her many contributions and insights.*

Counselor Education Programs Integrate CIDS

Two models for integrating CIDS into preservice and inservice counselor education programs were discussed. Dr. Carlyle Gilbertson described a special workshop at Pigeon Lake to meet Wisconsin School District Standards using career information and computer programs. The four-day program provided an opportunity to develop curriculum for standards related to Developmental Guidance, Education for Employment, Children at Risk, and Career Exploration.

Dr. Howard Splete described the use of career information delivery systems in four graduate courses. Specific modules from the various career information systems that can be used in training graduate students were described. Activities for students using career information materials were mentioned. Computer systems are also used in career counseling with clients of the Adult Career Counseling Center. The presentations demonstrated that the systems can be used effectively in pre-service and inservice counselor education programs.

Consortium Creates Economic Development and Employer Planning System

The Pennsylvania SOICC, Pennsylvania State Data Center at Pennsylvania State University-Harrisburg, and the Institute for Research and Community Service at Indiana University of Pennsylvania developed the Economic Development and Employer Planning System (EDEP). EDEP was designed to demonstrate the feasibility of sharing databases across state lines. A national resource team of 40 members provided input. A tri-state consortium was formed to build on existing resources and to test the feasibility of joint development and the sharing of information systems across states.

Key issues in development of the system were:

- Identifying primary users of the system, such as economic development organizations serving private sector employers
- Establishing a system of ownership, such as public domain with NOICC as lead agency for implementation
- Determining the configuration, such as micro-computer system with main frame linkage capabilities
- Establishing state roles and participation

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- Identifying the availability of data for sharing of databases across state lines
- Identifying the hardware and software requirements of the system

In closing, panel members Fritz Fichtner, Michael Behney, and Robert Rittle reported that this project represents a beginning effort for SOICCs and NOICC to reach out to employers to identify needs and adddress them with NOICC/SOICC information.

Exemplary Guidance Program Awards

The National Association of State Career Development/Guidance Supervisors (NASCD/GS) presented their annual awards to two exemplary programs.

The Canadian Valley Area Vocational School, El Reno, Oklahoma. Their Comprehensive Guidance and Counseling Program views career guidance as an integral part of the school. Their program begins with orientation programs at elementary and junior high levels. Recruitment, assessment, counseling and enrollment of high school and adult students into programs culminates in job placement for program completers. The outcomes fostered through the program match the National Career Development Guidelines and the Vocational Guidance Program Standards developed for Oklahoma Vocational Technical Schools. The philosophy of the program encompasses a holistic approach to career guidance and counseling.

Paul Peters and Donna Von Tungeln received exemplary awards from Barry Stern (right), Deputy Assistant Secretary, OVAE, assisted by Gene Knutson (left) of ACT, awards sponsor.

El Cajon Valley High School, El Cajon, California. The Personalized Education Plan (PEP) for all students in the school uses computers and summer conferences to develop a four-year computerized plan which is updated yearly. No students fall through the cracks because of PEP and the team concept of management. Each student is assigned alphabetically to a counselor, a guidance specialist, and a vice principal. The three team members work with each student and their parents/guardians for their four years of high school. The united approach maximizes communication and accessibility.

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